

## Our Fundamental Commitments to Equity

- Eliminate the racial, ethnic and linguistic achievement and opportunity gaps among all students
- Provide equitable funding and resources among the district's diverse schools
- Engage all families with courtesy, dignity, respect and cultural understanding

## Guiding Questions

- Does our current school assignment policy result in equitable student distribution across race, language, economic status, gender and other demographic factors?
- Does our current school assignment policy result in access for all students to programs and choice opportunities across our district?
- Does our current school assignment policy perpetuate inequalities across our schools?
- How do we make all schools equally desirable for all students? How do we shift misperceptions of some schools?

## Agenda

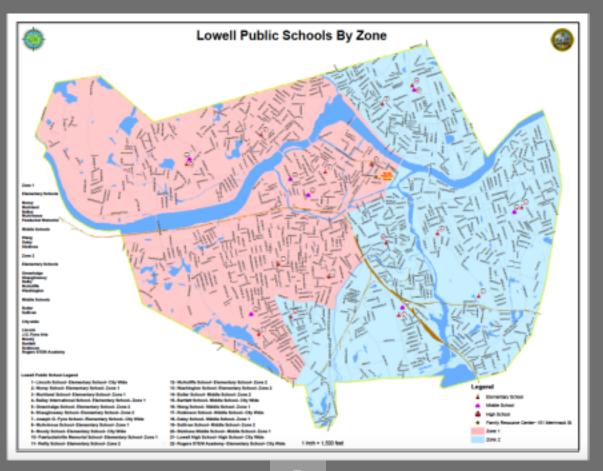
- 1. Articulate the desired outcomes driving the process
- 2. Provide a brief overview of current elementary school landscape
- 3. Review the outcomes of the temporary school assignment policy on kindergarten school assignment as relates to: race/ethnicity, economics, proportionality of homeless students and English learners
- 4. Compare the current kindergarten enrollment with the previous year's enrollment to determine shifts that have occurred due to temporary school assignment policy
- 5. Current Learnings
- 6. Next Steps
  - Process
  - Timeline

## Desired Outcomes

- 1. For all students to attend schools that are reflective of Lowell's rich diversity (race, language, culture, socio economics, etc.)
- 2. For all students and families to have satisfaction in their school assignment in meeting their needs as learners and community members
- 3. For all students to have access to the wide range of quality services and programs across schools

## Current Lowell Public Schools Elementary Landscape

- 1. 15 elementary programs
- 2. Organized into two zones with city-wide options: Zone 1; Zone 2
- 3. Current feeder patterns



#### SENDER SCHOOLS

#### RECEIVER SCHOOLS

Most	Zone I	١
AAG2f	Zone I	ı

Murkland School	Stoklosa School
Lincoln School (West, Zone I)	
Moody (West, Zone I)	
McAvinnue School	Wang School
Pawtucketville Memorial School	
Bailey School	Daley School
Morey School	

#### SENDER SCHOOLS

#### RECEIVER SCHOOL

#### East (Zone II)

McAuliffe School \*Robinson School \*

McAuliffe School \*Robinson School is a citywide school

Shaughnessy School Butler School

Washington School

Reilly School Sullivan School

Lincoln School (East, Zone II)

Moody School (East Zone II)

#### SENDER SCHOOLS

#### RECEIVER SCHOOL

#### Citywide

Bartlett Community Partnership School

Pyne Arts School

Rogers STEM Academy

Bartlett Community Partnership School

Pyne Arts School

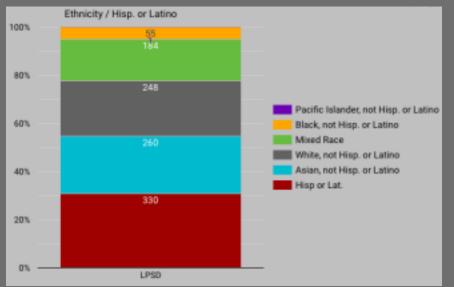
Rogers STEM Academy

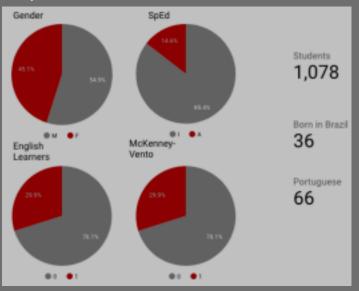
## Review of 2020-21 School Policy Assignment Policy

Students will be assigned to a school in Kindergarten through Grade 8 based on the following placement criteria:

- 1. Lottery Annually, LPS holds a pre-registration period for kindergarten in the spring. For schools where there are more pre-registration requests than seats available, a lottery will be held.
- 2. All registration applications received AFTER the published pre-registration period will be placed on the waitlist on a first-come first-served basis where open seats are not available within a requested grade and school.
- Space Availability space available in a particular school, program or grade is defined according to the policy in effect as to class size.
- Sibling Preference all students whose parents make timely application to a particular school and already have other children attending that school are given priority of assignment for that school.
- Ethnicity Balance new assignments and transfers must meet requirements of ethnicity balance. The goal is to achieve an ethnicity balance within each school, program and grade that reflects, within 10% above or below, the ethnicity percentage of the zone as a whole.
- Place of Residence (proximity of residence to school) all other priorities being equal, the student living within the school neighborhood street directory as defined by the Lowell School Committee, has priority of assignment for that school

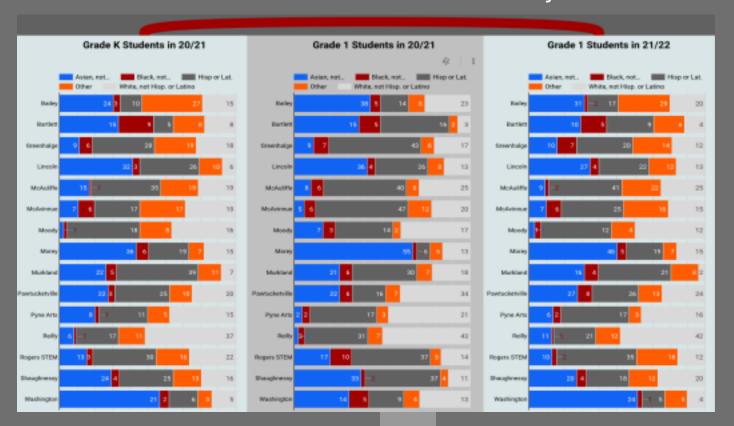
## Gr K demographics





- 36 students born in Brazil
- 66 students with Portuguese as their main language
- 1 Native Hawaiian or Other Pacific Islander student
- 0 American Indian or Alaska Native currently in Grade K
- 17% of students have indicated belonging to more than one ethnic group.

## Current GR 1 vs Next Year's Projected GR 1



## McKinney Vento Placement Slides

School	Current K	Current Grade 1
Bailey	*12%	4%
Bartlett	4%	4%
Greenhalge	11%	8%
Lincoln	9%	11%
McAuliffe	7%	8%
McAvinnue	8%	12%
Moody	4%	2%
Morey	11%	
Murkland	7%	8%
Pawtucket	7%	8%
Pyne	2%	2%
Reilly	4%	4%
Rogers	6%	9%
Shaughnessy	6%	7%
Washington	2%	7%
	90 students	106 students

## School Assignment Findings Based on Temporary Policy

- 1. As pertains to the Voluntary Desegregation Plan, zone 1 and zone 2 fall within the racial balance of 62%-82% minority student enrollment (targeted 72% with +/- 10% above or below the 72%)
- 2. As relates to individual school racial balance (not a requirement of the de-seg plan), two school's individual racial balance are outside the parameters set in the Voluntary Desegregation Plan
- 3. As relates to students identified for McKinney Vento services, some schools may have higher percentages of McKinney Vento students due to the following factors:
  - locations of shelters
  - socio economics of the neighborhood
  - doubled-up families
- 4. As relates to English learners, all schools offered ESL services to students in their placement school. Further data analysis is currently being conducted regarding the level of service provided.

# School Assignment Comparisons Based on Current Kindergarten School Assignments and Prior Year's Assignments

- 1. The student racial balance remains relatively constant across school buildings and school years.
  - Bailey, Pyne Arts, Pawtucketville and Morey typically hold kindergarten lotteries as applications exceed available seats
  - In 2020-21, students were assigned based on proximity to school, making a comparison of impacts across policies difficult for these schools
- 2. McKinney Vento student placements in 2019-20 reflect larger populations in schools different from 2020-21.
- 3. Economic data is currently being assessed. Leading assumptions based on practice:
  - Students who are mobile due to socio-economic factors enroll after the lottery process has concluded.
  - Newcomer families especially our Brazilian families enroll after the lottery process has concluded.
  - If a family has economic challenges, they're likely to request a school that's close to their home or a city-wide option that offers transportation.

## Current Learnings

- a. Given the large percentage of students of color in the district, most schools will meet the definition of racial balance as defined by the voluntary desegregation plan regardless of placement by the temporary policy or prior policy.
- b. Facility capacity (under enrollment and over enrollment) is a challenge in some neighborhoods and schools. Thus single school assignment based on proximity would exacerbate this problem; whereas clusters of schools and more compact zones could alleviate over and under enrollment in schools with capacity challenges.
- c. A two mile walk zone may be "walk-able" by the state's definition. However, it impacted family's ability to accept in person learning assignments in the absence of transportation.
- d. Still have ongoing work to do in disaggregating economic data and identifying Brazilian students which is our largest growing student population.

## **Process Steps**

#### **Learnings of Current Year**

Review of temporary policy for Kindergarten students that was implemented for 2020-21

- Racial Diversity
- Socio-economic Diversity
- School Enrollment

### Study of Current Student Body

Review current LPS student home addresses and zones to inform future projections

- Racial Diversity
- Socio-economic Diversity
- School Enrollment
- Magnet Schools and City-wide School Options
- Transportation

#### **Community Outreach**

- Conduct family survey
- Provide findings of study and survey results to families and community members
- Listening and Feedback Sessions

## Recommended Timeline – Reports and Activities

## Review of Report of Learnings of Current Year

Subcommittee Meeting, January 11-15

## Review of Projection Report (using current student addresses to project future enrollment trends and patterns)

Subcommittee Meeting, January 25-29

#### **Community Engagement**

Conduct family survey by January 22 Provide findings of study and survey results to families and community members via zoom sessions and gather input, February 1-12

#### **Review of Community Engagement Input Sessions**

Subcommittee Meeting, February 16-23

### Final Policy Changes Made and Policy Adopted,

Regular School Committee Meeting, by March 3, 2021

## Questions for Discussion

Based on what was presented today, what additional data would you like to receive as relates to Kindergarten as well as data we can prepare for future presentations?

Based on today's discussion, does the recommended timeline of activities continue to meet the school committee's need for continued analysis?